New Beginnings Learning Center Inc.
19964 Packard
Detroit, MI 48234

New Beginnings Learning Center Inc. - Tutoring Instructional Program utilizes the *Star Reading* program in cooperation with the mastery learning method. Our tutorial instruction program consists of three levels of learning: *Beginning Learner, Intermediate Learner and Advanced Learner.* Each level of learning utilizes the same five competency areas of language art reading instruction: *phoenemic awareness, phonics, fluency, vocabulary (grammar & usage), and text comprehension.* The mathematical portion of our tutoring service has the same three levels of learning and it has four competency areas of math instruction: *patterns relationships & functions, geometry & measurement, data analysis & statistics, number sense & numeration.* Each area of learning has a clearly defined objective and established goals that give each student the skills for achievement, through proven teaching strategies that improve reading and math skills with a greater understanding of concepts necessary to meet these expectations. *New Beginnings Learning Center* competency areas of content standards are benchmarks that describe the knowledge and skills each students must master in order to achieve successful progression to the next level of learning. _The current benchmarks and competency areas utilized in the *New Beginning Learning Center* Tutorial instruction program goals and objectives were established in conjunction with the *Grade Level Content Expectations* as mandated by the *Michigan Department of Education*. The practices and procedures utilized in the *New Beginnings Learning Center* tutoring program are drawn from the report of the National Reading Panel, Teaching children to Read: An evidence based assessment of the scientific research literature on reading and its' implications of Reading Instruction– Reports of the Subgroup.

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The panel reviewed more than 100,000 studies. Through a carefully developed screening procedure, panel members examined research that met several important criteria: *Reading Achievement (*measured in one or more reading skill areas); *Generalized Data* (information to fit the larger population of students); **Research** *Examined* (the effectiveness of its approach); *High Quality informational data* (having been reviewed by other scholars from the relevant field and judge sound and worthy of publication).

Levels of learning are as follows: *Beginners Learner K-3rd grade, Intermediate Learner 4ᵗʰ- 7ᵗʰ grades, and Advanced Learner 8ᵗʰ- up.* Placement in level of learning is based on entrance assessment evaluation examine. *This format represents a general overview of competency areas. Each level of learning has appropriate grade level objectives and goals.*

<u>*Language Arts Competency Areas; goals and objectives are as follows*</u>:

<u>*Phonemic Awareness:*</u>
Objective: To equip the student with skills that will give them the ability to notice, think about, and work with individual sounds in spoken word. To help the student understand that words are made up of speech sounds or phonemes.

* Student will demonstrate his\her phonemic awareness by a wide range of sounds, manipulation competencies including sound, blending and deletion.

* Student will recognize that word are composed of sounds blended together and carry meaning.

<u>*Phonics:*</u>
Objective: To teach students the relationship between the letters of written language and the individual sounds of spoken language. To teach the student the use of these relationships to read and write words.

* Student will understand the alphabetic principle that sounds in words are expressed by the letters of the alphabet.

* Student will use structural cues to recognize words, blends, and consonants digraphs.

* Student will understand that there are systematic and predictable relationship between written and spoken sounds.

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Fluency Instruction:

Objective: To provide a bridge between word recognition and comprehension. Fluent readers are able to make connections among the ideas in the text and between the text and their background knowledge.

* Student will recognize frequently encountered words in print and out of context automatically in accordance with level of learning.

* Student will read aloud using intonation, pauses and emphasis.

* Student will use punctuation cues correctly and effectively.

* Student will independently read aloud unfamiliar text with 95% accuracy in appropriately level reading books.

Vocabulary Instruction (Grammar & Usage):

Objective: Provides student with the knowledge to know the four types of vocabulary that we use to communicate effectively. ***Listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.*** Help students identify and use and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.

* Student will in the context of writing and speaking , use complete sentences or a complete thought.

* Student will know the meaning of words encountered frequently in their level of learning , reading and oral language contexts.

* Student will in it's proper context determine the meanings of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategics and resources.

* Student will read aloud using intonation, pauses and emphasis.

* Student will use punctuation cues (periods and question marks etc.)

<u>*Text Comprehension Instruction:*</u>

Objective: Enable student to understand what they read, remember what they read, and communicate with others about what they have read. Comprehension strategies are the skills that good readers use to make sense of the text; ***they monitor their understanding, they use graphic and semantic organizers; they answer questions; they generate question through their understanding of the text.***

* Student will activate prior knowledge.

* Student will connect personal knowledge and experience to ideals in texts.

* Student will retell at least three important ideas and details of familiar simple oral and written text in sequence.

* Student will compare and contrast relationship among characters, events, and key ideas within and across texts to create a deeper understanding.

* Student will ask questions as they read.

* Student will acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.

Mathematical learning component of the ***New Beginnings Learning Center*** the mastery learning method also. ***The math portion has three levels of learning Beginning Learner K- 3rd grade, Intermediate Learner 4th- 7th grades, Advanced Learner 8th- up. Each level of learning has four competency areas with goals and objectives appropriate to each level of learning.***

<u>*Mathematical Competency Areas:*</u>

<u>*Patterns Relationships, and Functions:*</u>

Objective: To provide student with an understanding of variability and change. Student will gain knowledge and skill that will enhance their ability to identify or recognize patterns, relationships and functions.

* Student will study change and variability in physical and abstract context.

* Student will recognize patterns of change and natural variations.

* Student will understand patterns of change and variability in a variety of symbolic forms.

* Student will use functions and relationships used to model patterns.

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Geometry and Measurement:

Objective: To provide student with skills and knowledge to compare attributes fo two objects, or one with a standard unit. Analyze situations to determine what measurements should be made and to what level of precision.

* Students will learn the fundamental components of measurement.

* Student will develop a better understanding of the physical world and better learn to estimate before they measure and evaluate their estimates after they measure.

* Student will; understand and interpret the meaning and significance of their results.

Data Analysis and Statistics:

Objective: To provide student with knowledge and skills that will enhance their ability to explore data and organize data into a useful form. To provide student with skills to enhance their understanding in representing and reading data displayed in different formats.

* Student will learn quantitative literacy; They will know what data to collect and when and how to obtain it.

* Student will learn to organize data and present it in a meaningful format.

* Student will learn to make critical judgement of different patterns in the data.

* Student will learn to use data to solve problems.

Number Sense and Numeration:

Objective: To help student learn concepts and properties of numbers. To develop the students experience counting and measuring, develop intuition sense about numbers, develop an understanding about properties of numbers.

* Student will develop quantitative literacy: through the investigation of numbers and their properties.

* Student will gain a solid understanding of the numeration system for the successful in calculations.

* Student will understand the usefulness of the numeration system as it relates to the model and description of problems and calculations.

* Student will develop understanding for the concept of chance and uncertainty.

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Each competency area, goals and objectives must be mastered before advancement to the next level of learning. Mastery learning method has proven to be highly effective learning strategy.

The mastery learning method has an overall success rate of at least one grade level *per 100 hours* of consistent tutorial instruction. Students will complete a evaluation examine after every *ten hours* of tutorial instruction. Tutorial instruction will be held at a site that will be agree upon by all parties involved at the one of three locations *in-home, school site, or community site.* **Tutoring sessions will be held two days *a week in two hour intervals.*** Days, times and location will be decided and agree upon by all parties involved in a written service contract agreement, which will detail the student responsibilities, Parent responsibilities, and the responsibilities of the *New Beginnings Learning Center.*

New Beginnings Learning Center realizes that our staff is our most valuable asset. We realize that it takes informed and encouraged staff to provide the highest quality of service to our clients.

New Beginnings Learning Center strives to provide the highest quality of supplemental educational support services. All staff is highly screen and must meet the following guidelines and qualifications.

* All staff must agree to a background check of their criminal history.

* All staff member must have a current T.B. test

* All staff must complete a 3- 4 hour entrance training session.

* Each staff member is required to attend four hours of enhancement training to maintain active employment status with New Beginnings Learning Center Inc.

* Each staff member is assigned a support leader, they must report to bi-weekly.

* Each staff member must have a minimum of sixty credit college credit hours at an accredited institution of higher learning.

Staff Support & Enhancement:

* *New Beginnings Learning Center* will provide enhancement training sessions every six week to all staff members.

* *New Beginnings Learning Center* will provide periodic informational conferences and workshops for all staff members.

* *Staff members* and *Support leaders* will be monitored and evaluated monthly by the of Director of *New Beginnings Learning Center.*

* Monthly staff support meetings will be held to address questions, problems and or concerns.

* Parent will be provided monthly assessment evaluation and exit evaluation surveys for the their tutorial support person.

Student Assessment and Progress:

Each student will take an assessment evaluation examine, which is designed to determine the level of

strength and weakness in the five competency areas of reading and the four competency areas in math.

This process will enable New Beginnings Learning Center to create a more personalized learning session for each student.

* Students will be administered a assessment examine thereafter on the completion of ten hours of tutorial instruction.

* At the successful completion of each level the student will be requested to complete a exit evaluation of the *New Beginnings Learning Center* tutorial program and it's instructors.

Parent notification and participation
Parent involvement is the key to a successful learning experience and continued learning success.
Parents are greatly encouraged to be involved with their child's educational experiences. There are three key features that define effective parental and *community involvement; communication, participation, and governance.*
Communication:
* Parent conferences will be held after every ten hour of tutorial instruction.

* Monthly progress reports will be mail to parents with a monthly lesson plan.

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Participation:
* Parent are ask from to observe tutoring session (when possible).

Governance:
Service contract agreement gives parent established structure and gives the parent a voice.

District\ Teacher Notification:

*Teacher will be requested to fill out student evaluation survey. (This will be use to establish open communication between the tutoring service and the teacher.)

* Upon request the District\Teacher will be sent written communication at the succession of each level of learning.

Program Assessment:
Participant Observation
* Will be first determined by the progress of each student.

* Student pretest and post-test

Direct Observation
* Program effectiveness will be determined by the achievement of goals and objectives in place for students

Questionnaires & Evaluations:
*Through the collection of evaluations, surveys and examinations

Tutoring Fees are as follows:

New Beginnings Learning Centers' fees are as follows:

Personalized one- on- one tutoring is $30.00 an hour.

Personalized small group (2-4 clients) tutoring is $25.00 an hour.

Personalized large group tutoring is (4 or more) is $20.00 an hour.

Hours of Operation:

Monday- Friday

3 p.m. - 8 p.m.

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